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ABSTRACT

The main purpose of this Master's degree field project was for fourth grade students to create a "good" visual presentation of a Civil War topic using Clarisworks slideshow. Students were in charge of determining what constituted a good project. The components of the slideshow included the following: (1) title page; (2) biography; and (3) Civil War topic research. Students hand-wrote their biographies, researched their Civil War topics, planned the layouts of their information, created their slideshows on classroom computers, and presented their slideshows to the class. Students periodically checked their work against a list that they helped to generate. At the end of the project, students self-evaluated their work using an evaluation handout. This paper begins with the purpose of the project and then presents the rationale for using the technology, the background of student participants, and describes the project components. In addition, suggestions are provided on how teachers can plan and implement a similar technology project in their classroom. (AEF)

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ED 419 511

Creating a Fourth Grade Clarisworks Slideshow Presentation on a Civil War Topic

by Tram Tran

EDLF 545/EDIS 788
A Technology Infusion Project
Spring 1998

IR019132

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Overview

This project was completed through the Curry School of Education at the University of Virginia as part of the master of teaching degree requirements. This field project was conducted through a Technology Infusion Project (TIP) program whose purpose is to integrate technology into the curriculum at local elementary and middle schools in the Charlottesville and Albemarle County, VA areas. I chose to combine this technology infusion project with my fifth-year BA/MT program field project requirement for elementary education (K-8).

The field project. Fourth grade students independently designed, created, and presented a four to six screen Clarisworks slideshow presentation on a Civil War topic of choice. The components of the slideshow included the following: 1) title page, 2) biography, and 3) Civil War topic research. Students wrote out on paper their biography, researched their Civil War topic, planned on paper the layout of their information, created their slideshows on the computer, and presented their slideshows to the class. In order to stay on track and to make sure they would be creating "good" projects, students periodically checked their work against a checklist that they helped to generate. At the end of the project, students self-evaluated their work using a self-evaluation handout.

Logistics. I worked with a total of seventeen fourth-graders on this project. The school provided eight Power Macintosh computers in the library, so I worked with half of the students at a time. The project took a total of eight fifty-five minute sessions for each of the two groups of students to complete.

Technologies used. The technologies used for this project included Clarisworks Drawing (4.0 version) application to create the slideshows, a Quick Take 150 digital camera for taking student photos, and Desk Scan II scanning application for scanning images related to the Civil War. Other technologies I used that did not

directly involve the students included Quick Take Image Access in order to access the images from the Quick Take 150 digital camera and Clarisworks Painting for cropping the digital photos of the students.

I have provided documentation of why and how I completed this project. I begin with the purpose of the project, the rationale for using technology, the background of the students with whom I worked, and then the components of the project. In addition, I have provided suggestions on how teachers can plan and implement a similar technology project in their classrooms. At the end of this paper, I reflect on the project as a whole.

Purpose

The main purpose of this project was for students to create a "good" visual presentation of a Civil War topic using Clarisworks slideshow. What constituted a "good" project was determined by the students from the start. The idea was that if students had ownership in creating the criteria for "good" projects that they would produce "good" projects as a result. A secondary purpose was for me to see if I could successfully guide students through technology in order to support content. The classroom teacher's specific purposes for the project was for students to become proficient at creating slideshows and to improve computer, research, keyboarding, and writing skills. We hoped that students would learn not only from their own projects, but from each other's about the Civil War through the presentations.

Rationale for Using Technology

Schools invest so much money into technology that either goes untouched or gets used primarily for word processing and game-playing. Students are often using

computers for drawing pictures or playing computer games during free time. Technology should never be used in the classroom for the sake of technology. Its purpose in education should be to enhance the curriculum. For my field project, I wanted to make the most of the school's purchased technology in order to support instruction of a social studies unit on the Civil War. I wanted to give students the opportunity to use the technology available to them in a meaningful and educational manner rather than as a recreational activity.

By giving students the opportunity to design, create, and present their own slideshow presentations, students would develop ownership of their projects. As a result, their projects would become more meaningful to them. In addition, due to the capabilities of Clarisworks Drawing, all students could create "good" projects even if they were not artistic. I wanted students to feel confident using the computer through the development of an informative, visually-pleasing slideshow presentation. The more they owned their projects and could feel proud of them, the more they would learn from them.

Integrated with social studies, the computer could be an effective communication tool for information. Not only would students become knowledgeable in their topic, but students would also learn from each other's presentations. The computer would be used as an alternative means to the traditional paper and pencil manner of presenting content to the class. I felt that due to its visually-stimulating nature, students--especially visual learners--would be more interested in each other's work and therefore be more interested in learning about the Civil War. I also felt that due to its manageable nature, the computer would facilitate presentation. Students could focus on content rather than props.

Although the fourth graders that participated in this project already had experience with creating slideshows, there was still a significant amount of room for improvement. My intention was for the students to hone the computer skills they

already possessed so that in the future, they could concentrate more and more on the content as opposed to the technology.

Student Background

Students were chosen by their regular classroom teacher with whom I worked to participate in this project. All students had prior knowledge of Clarisworks slideshow due to a UVA TIP student from the prior semester who taught them how to create their own slideshows. I assessed the abilities of students by having each share his or her own slideshow from last semester. I asked students how they had created specific features of the slideshows to find out what resources they had used. It appeared that most students had a grasp of basic computer skills (e.g., open, save, close a document) and of using Clarisworks Drawing capabilities (e.g, clip art, text box, colors). The new technologies I would introduce to students for my project included the Quick Take 150 digital camera and the scanner.

Components of the Project

The slideshow project can be divided into five major components: 1) planning, 2) rubric, 3) slideshow, 4) presentation, and 5) evaluation. I will explain each component and what I did. In addition, I will add tips on how instructors might repeat this project in a better way. It might be helpful to glance at some samples of the students' slideshows (see Appendixes A-C) before reading on in order to get an idea of the final product.

List of Materials I Used for the Project:

- 8 Power Macintosh computers
- Clarisworks Drawing 4.0 (other versions can also work)
- Clarisworks Painting 4.0
- Quick Take 150 digital camera (regular camera can also work as long as you have a scanner)
- Quick Take Image Access
- scanner
- 3.5" Macintosh formatted disks (1 per student)
- Planning Sheet handout
- "About the Author" handout
- "Check Your Progress" handout
- "Self-Evaluation" handout
- Civil War-related pictures
- flip chart
- markers
- pencils

1. PLANNING

Teacher Planning Tips: When doing any kind of technology project in your classroom, keep in mind that in order to smoothly carry out the project, you must have careful planning and scheduling. This means that you have signed out the computers, digital cameras, scanners, etc. far in advance. But before you sign any equipment out, you should think about how and why you are integrating technology into the curriculum. Think about why it is valuable for the students to be doing this computer project. Also, think about whether or not you will have the time, resources, and knowledge of the technology to do it. Remember that you have to feel comfortable with the technology before you can teach it!

Planning with paper and pencil. Students had to first plan all of their work on paper before they could start working on the computer. This work included the biography, research, and graphic planning of the slideshow. Students could then spend less time sitting idly making decisions during computer time and instead maximize productivity on the computer.

Biography -- "About the Author". One of the first activities the students had to complete by the second session was their "About the Author" biography. Students were to write two to three paragraphs about themselves on paper, which would then be included in their slideshows. The class first discussed the difference between a biography and an autobiography. Then I showed students a few examples of biographies of authors from booksleeves and backcovers. We discussed the topics these authors included in their biographies and wrote these topics on chart paper. After making sure the students understood the concept of the "About the Author" section of the slideshow, I handed out a brainstorming sheet for jotting down the things that the students might want to include in their biography (see Figure 1.1). Students

were to complete this assignment outside of class, have it proofread, and then rewritten as a final copy to be brought to the next computer session.

About the Author

Directions:

1. You will write 2 - 3 paragraphs about yourself. What do you want readers to know about you? Here are just a few topics you may include:

your birthday	where you live
where you are originally from	your family
favorite subjects in school	talents
hobbies	sports you play or enjoy
favorite music	pets
something unique about yourself	

2. Use this space to list things you want to include in your biography.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

3. *When you're finished with your draft,* have someone proofread it to check your grammar and spelling and to learn more about YOU! Make corrections and rewrite your final draft on a clean piece of paper.

***YOUR FINAL DRAFT IS DUE NEXT** _____

Figure 1.1

Research -- Civil War Topic. The research portion was the most important portion of the project. With teacher approval, students chose a Civil War topic on which to write. The topic would be the title of their slideshow and would serve as the main focus of their presentation.

It had been decided due to limited time that the research portion of the project would be supervised by the teacher. Students did their research in the library and outside of class with occasional help from the librarian and final proofreading by the classroom teacher. We briefly discussed what kinds of facts could be considered "important" so that students understood what was to be included in their research. Their teacher provided some structure for the research assignment, but judging from some of the students' work, it appears that some students either did not understand or follow directions, or were absent from class.

Graphic organization. Students were given a graphic planning sheet on which to organize information before beginning any major part of their slideshow (see Figure 1.2). Students had to try to write out the topics of their research as the headings for different screens of the slideshow.

Name _____
Topic _____

1. Title Page

(your topic)

by _____

2. About the Author

3. _____

4. _____

5. _____

6. _____

12

13

Figure 1.2

What I learned about planning: It is important to make sure that students know what to expect for their writing assignments. Make sure that you know the ability level of their writing mechanics. Many students had trouble writing good paragraphs. They had the information, but did not know how to organize it so that each paragraph had a clear purpose. This occurred mostly with the research writing portion.

As for the graphic planning, I had to constantly reiterate what I meant by organizing information so that it made sense to the audience. At first, students had a hard time making sense out of the planning sheet I had provided. After I got a chance to look at individual sheets, I came back to them the next session and had most students re-think their organization. Once I gave a better explanation of how to divide their topic into subtopics, students improved their organization. I made sure that this time students could not go the computer until they had individually discussed with me the reasoning for their organization. It was important that they explain their thinking because if they could not, others would have difficulty understanding and following their presentation.

Tip: Create or provide a sample of a completed (including planning sheets) slideshow project to serve as a model for each step of the assignment. It will help both you and the students know what to expect.

2. RUBRIC

What's a "good" project? On the first day with the students, I provided an example of a slideshow I had created on plants to serve as a model for a "good" project. We talked about the characteristics that made this slideshow "good". We then looked at the slideshows the students had created from last semester and pointed out the features that made each slideshow "good". I wanted to avoid criticizing any projects and instead focused on the positives. I recorded on a flip chart what the students felt a "good" slideshow project should include. The students came up with characteristics which would serve as the basis for a checklist I created for their projects (see Figure 2.1).

A "Good" Slideshow According to Fourth Grade Students

- It has details.
- It is specific.
- It tells you who it's about.
- It tells you what it's about.
- The pictures make sense.
- The audience can read it.
- It had correct punctuation, grammar, and spelling.
- It stays on track/on the topic.
- The text color doesn't match the background color.

Figure 2.1

I hoped that because the students had ownership in the criteria for the checklist that they not only knew what to expect, but also would produce "good" projects. The

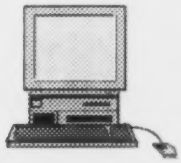
checklist was divided into three sections: 1) planning, 2) report, and 3) slideshow (see Figure 2.2).

Criticisms of the checklist. I felt that the checklist served a good purpose--to help students stay focused on the task and make sure they knew what they needed to include. It was functional, but perhaps too much information for one page. I think that the organization of the checklist itself could have been better. For instance, it might have been better if I had either made separate or left out the "Planning Checklist" section since it was not relevant to the content of the slideshow. I think that it could be useful, but adds too much information to the handout.

I could have spent more time carefully explaining each criterion of the list to ensure that students knew how to evaluate themselves. It is difficult to determine the extent to which the checklist improved the projects because I had all students use the list.

Extension of rubric for study. It might be interesting to see how much you could determine the extent to which a student-generated checklist improved student work as opposed to a completely teacher-generated checklist.

Name _____
Topic _____



CHECK YOUR PROGRESS

Planning Checklist: Am I keeping up?

❒ I completed "About the Author" on paper (wrote, proofread, and rewrote).

❒ I have finished researching my topic, taking notes, and writing my report.

❒ I have chosen ***at least one*** picture to scan (***no more*** than three).

❒ I have planned on paper each screen of my slideshow.

Report Checklist: Is it informative?

❒ I used at least two books for my research.

Title: _____ Author: _____ pp. ____
Title: _____ Author: _____ pp. ____
Other sources: _____

❒ I used ***my own words*** when writing my report.

❒ I provided just enough information to give the reader a good understanding of my topic (for example, I talk about who, what, where, when, why, how...).

❒ My report stays on the topic and doesn't get off track.

❒ I used complete sentences with correct punctuation, grammar, and spelling.

Slideshow Checklist: How does it look?

❒ I used clip art, backgrounds, and at least one piece of original artwork.

❒ The clip art and drawings are related to my topic.

❒ You can easily read the text because it's big enough, the font is readable, and the text color stands out from the background.

❒ I followed directions for setting up the margins and number of pages across.

Figure 2.47

3. SLIDESHOW

Outline of the Components of the Slideshow

I. Title Page (screen 1)
   A. topic name or title
   B. author (student's name)

II. "About the Author" (screen 2-3)
   A. biography of student
   B. digital photo of student

III. Civil War Topic Research (screen 3-6)
   A. important facts divided into subtopics by screen
   B. scanned image related to topic

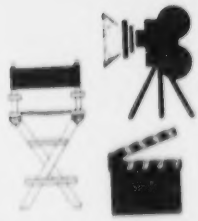
Figure 3.1

"Creating a Slideshow". Students were to follow a structure for creating their slideshow (see Figure 3.1). The slideshows were to consist of four to six screens. I handed out a sheet called "Creating a Slideshow" so that students could set up their document for slideshow mode (see Figure 3.2). I guided students through the steps and then checked each monitor to make sure students had followed directions.

Using the Quick Take 150 digital camera. The students only posed for their pictures; they did not physically use the camera. I took the pictures and cropped the images; I did not teach the students how to use the camera because it was not an important learning objective for the project. I merely wanted the students to become familiar with the technology through exposure of it.

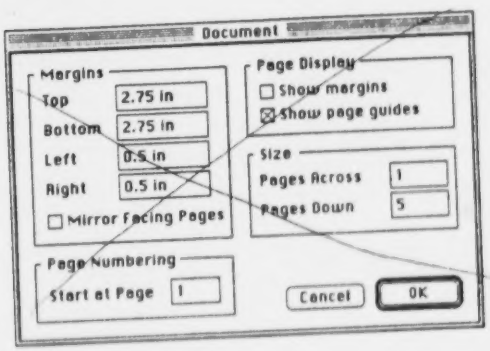
It was more economical to take digital images of the students rather than use a real camera which would involve the cost of buying and processing film. I used Quick Take Image Access in order to access the pictures of the students from the camera. I then cropped the images using Clarisworks Painting 4.0 so that I ended up with a

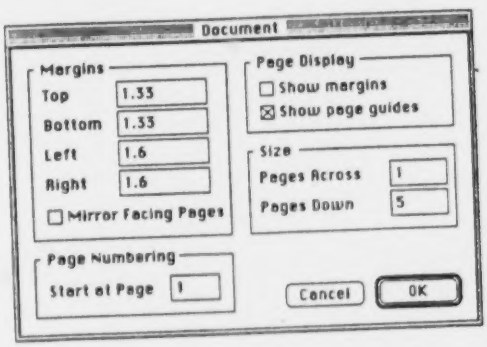
Creating a Slide Show ...



The following step-by-step instructions will assist you in creating a slide show (of at least 5 frames) that can be viewed on a 14" or larger screen - including projection to a TV screen.

- Start a new ClarisWorks Drawing file
- Go to **View** and choose *Page View* (that will show the margins around your paper)
- Go to **File** and choose *Page Setup ...* (choose the desired page orientation)
- Go to **Format** - choose *Document* (the following screen will appear - I have shown it twice because one is for a vertical page, the other is for a horizontal page.)





- Change the margin settings to the ones appropriate for your page orientation: (To make the changes, type over the highlight area then hit the tab key to go to the next area.)

Vertical Orientation
Top = 2.75
Bottom = 2.75
Left = .5
Right = .5

Horizontal Orientation
Top = 1.33
Bottom = 1.33
Left = 1.60
Right = 1.60

- Change the *Pages Down* (or *Pages Across*) to 5 - or the number of slide frames you desire
- Un-choose *Show margins* box
- Click the **OK** button

Figure 3.2

headshot of each student. Finally, I inserted each student's photo into his or her slideshow.

Why Use a Digital Camera? If your school owns a digital camera and you are doing a World Wide Web, slideshow, drawing, painting, or computer project that involves photographs, the digital camera is a quick way to take a picture and insert it into the project. It requires no film or film development, so if you don't have a scanner or you don't already have photographs to use, the digital camera can do the job. I used Clarisworks Painting to crop student photos and insert them onto the "About the Author" page of their slideshow.

Using the scanner and Desk Scan II. The students did not use the scanner by themselves. I showed students individually how to place their picture on the scanner. I then showed them how to use Desk Scan II application to preview, crop, zoom in, and then finalize the scan of the image. Finally, I helped each student copy the image onto the clipboard, paste it into Clarisworks Painting, scale the image by percent, recopy the image onto the clipboard, and then copy the final desired image onto a page in their slideshow. Students took turns scanning when completely finished with all other slideshow work.

What I learned about slideshows. I thought that the planning sheet I provided would be enough to help students organize their information on their slideshows; but students still had difficulty. Better planning with the classroom teacher on what exactly we *both* needed for the students to include in their research would have helped in the layout of the slideshows. A way we could have planned this was by creating templates--graphic organizers for each screen--*together*. We could have drawn them by hand and then provided copies for the students so that when they did

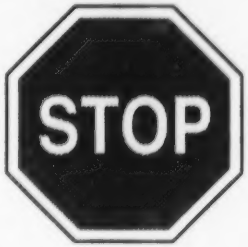
their research, they could have filled in information into the appropriate boxes. It would have made transferring the information to the computer much easier; however, it would have taken more time.

Tip about Templates: The clearer the templates, the better structure you are providing the students for the project. Creating templates does require more time on the teacher's part, but it might be worthwhile in the end. Students will have fewer questions to ask and more time to work.

Managing individual questions. Because of the way the computers were set up in the library around the perimeter, it was impossible to speak to the students simultaneously once they got started on the computer. I also ran into the problem of having several students at a time asking questions about their slideshows. In order to manage this, I tried to be as clear as possible in giving directions before letting students go to work on the computers. I also came up with a simple set of "troubleshooting rules" which helped decrease the instances of having to deal with several individual questions at once (see Figure 3.3).

Troubleshooting Rules

Do you have a problem?



- Ask YOURSELF.
- Ask a classmate.
- **THEN** ask the teacher and I will **`gladly`** help!!

Figure 3.3

4. Presentation

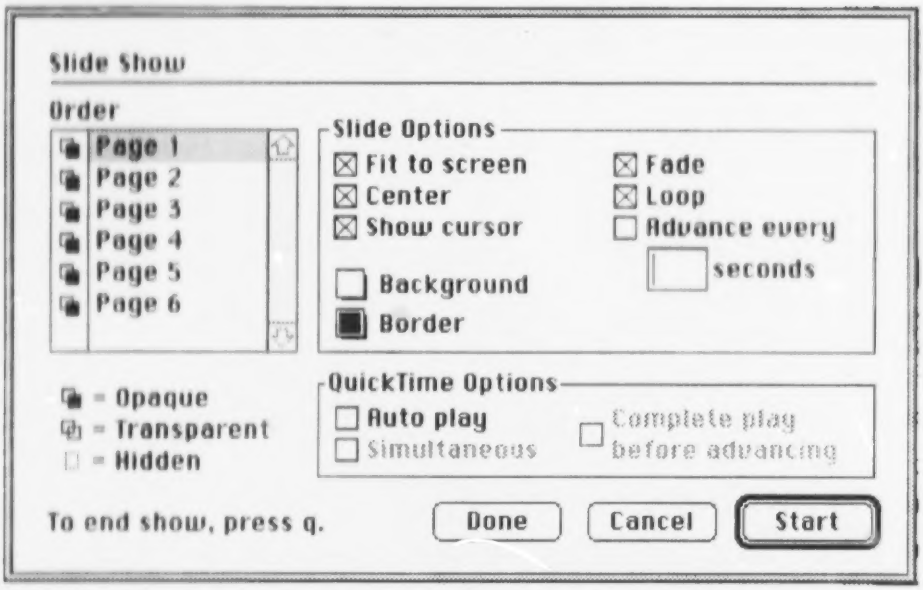
Communicating the project. On the day of the last session with the students, each student got to present his or her slideshow to the entire class. Students received a handout which gave directions on how to play their slideshow presentation (see Figure 4.1). After each project, classmates could ask each presenter questions about his or her project. The class also briefly discussed what was nice about the project and suggested a few ideas for improvement.

Most students were eager and proud to display their work. There was not enough time to go over "good" presentation and communication skills, but I gave a few hints at the beginning to make sure that students could be heard and understood. For example, I told students that if they did not speak loudly enough, the audience would get very bored. I also said that it was important to try to face the audience as much as possible. It was not realistic to expect much eye contact since most students read the text from the screen verbatim.

If I had more time... I think that it is important for students to learn good oral communication and presentation skills. If there had been more time, I would have done the same lesson with the students as I had done when determining what a "good" project was, but instead we would have discussed what made a "good" oral presentation. I would have modeled and then have students practice talking about their projects rather than reading them verbatim. I would have also stressed things like eye contact, body language, clarity in speaking, and audibility. I would have then come up with another checklist so that students could practice and help critique each other's oral presentations. This would have better prepared students for the real presentation.

Playing your slideshow...

1. Go to **View**.
2. Click on **slideshow.**
3. Set your slide options as I have shown and then click **Start.**



4. To advance to the next screen, click on any part of the screen with the mouse or hit the **return** key.

Figure 4.1

5. Evaluation

An ungraded project. Although this project was ungraded, students still put forth effort into their work as can be seen in the samples (see Appendixes A-C). I felt that all students wanted to come to the computer lab to work on their projects. I never had a problem with student behavior once students got onto the computers. Students were on task and seemed to enjoy working on their slideshows. It seemed to be a fun way to learn about the Civil War.

Student self-evaluation. On the second to last session, I gave each student a handout called "Self-Evaluation" even though the project was ungraded (see Figure 5.1). I wanted to see how students would evaluate their own work. Before students filled out the handout, I guided them in filling out the top portion by pairing students up and then having each student tell the group about his or her partner's slideshow. For example, Nicci would say, "The best part of Rodney's slideshow is..." Students then filled in the answer for his or her own slideshow. We then discussed the evaluation scale portion of the handout so that each understood all the terminology. Students took the evaluation scale with them as they reviewed their projects on the computer and then filled out the evaluation.

Self-Evaluation of Slideshow

Name _____

Topic _____

The best part of my slideshow is _____

The most important fact that everyone should know and remember about my topic is _____

Some things I could do better next time are _____
_____

Now that you have planned and completed your slideshow, carefully think about and look at the different parts to your project. Circle the number that describes your work.

Spelling, grammar, punctuation
1 = few capitals, many misspellings, incorrect punctuation
2 = some errors in spelling, grammar, and punctuation
3 = almost no errors in spelling, grammar, and punctuation

Organization of biography and report
1 = switches topics, contains unneeded ideas, hard to follow
2 = usually stays focused on a single topic or idea, but sometimes doesn't flow smoothly
3 = stays focused on a single topic or idea and is easy to follow

Organization of biography and report as a slideshow presentation
1 = information is squeezed onto a few (4 or less) screens
2 = information is organized onto screens by paragraphs, but not subtopics
3 = information is organized onto screens by subtopics, makes sense to the audience

How the slideshow looks overall
1 = words are hard to read, pictures don't make sense, screens look busy
2 = words are pretty easy to read, pictures usually make sense, some poor color choices
3 = words are very easy to read, pictures make sense, text and background colors contrast

My participation and behavior
1 = I had to ask a lot of questions because I often did not listen to directions
2 = I sometimes followed directions, so I had to redo parts of my slideshow
3 = I always followed directions and followed the checklist carefully

Figure 5.1

Results of the evaluation. Out of a scale of one to three with three being the highest and one being the lowest, most students gave themselves a three rating in all five categories.

How Students Rated Their Own Projects

Category	Number of Students Out of 15		
	Rating of 1 (fair)	**Rating of 2 (good)**	**Rating of 3 (excellent)**
Spelling, grammar, punctuation	0	3	12
Organization of biography and report	2	4	9
Organization of biography and report as a slideshow presentation	1	5	9
How the slideshow looks overall	0	4	11
My participation and behavior	0	6	9

Figure 5.2

"Fair", "Good", or "Excellent" work overall? After I collected the self-evaluation sheets from the students who filled them out, I added up each student's score. The lowest possible score a student could give him or herself was a five. The highest possible score was fifteen. I broke down the quality of work the students produced into three levels: "fair", "good", and "excellent". In order to receive an overall rating of "fair", a student's score had to total between five and eight. To receive an overall rating of "good", a student's score had to total between nine and twelve. Finally, to receive an overall rating of "excellent", a student's score had to total between thirteen and fifteen. Figure 5.3 shows the breakdown by percentages of the quality of work the students produced according to my system of evaluation. The labels for these ratings were unknown to the students at all times so that there was no temptation to give oneself a higher rating than usual.

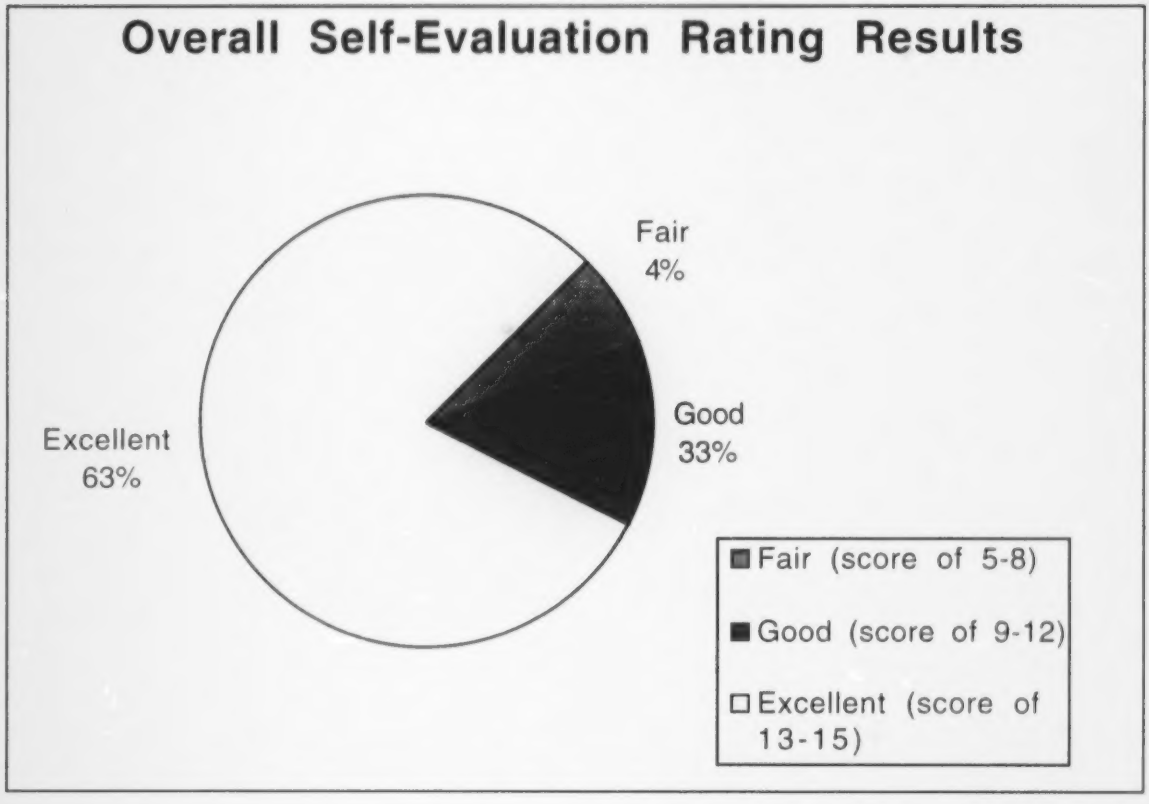


Figure 5.3

Figure 5.3 shows that based on the total of the points from each category, the majority of students (63%) received a rating of "excellent". 33% received a rating of "good", while 4% received a rating of "fair" for their work as a whole.

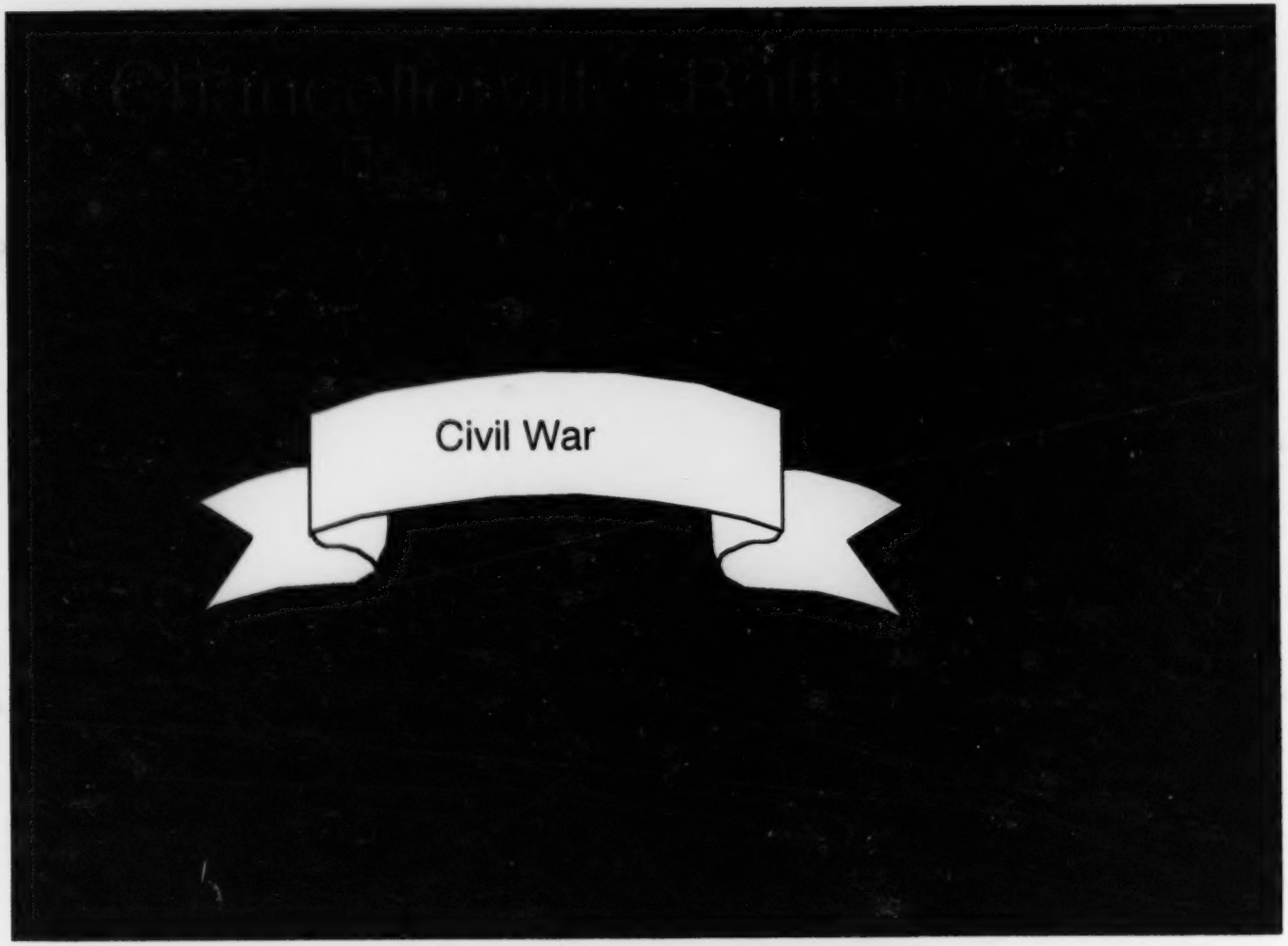
Looking at the "Self-Evaluation Handout". I felt that overall, this evaluation was useful because I could compare the student's work to how they evaluated themselves. I felt that the layout of the content and text of the handout was better accomplished than had been with the checklist. There did not seem to be too much information on one page and it was easy to follow. I felt that most students were honest in their self-rating (i.e., not all students gave themselves a high rating in every

category). I partially owe the success of the evaluation to the time I spent explaining the handout to the students and walking them through each category to make sure they understood how to evaluate themselves.

Personal Reflections on the Field Project as a Whole

Successes. As a whole, I felt that the students enjoyed the projects. I got this impression from the positive student comments made during the computer sessions. I felt that overall, this project was worthwhile to me and to the students because we all learned from it. The students learned the importance of clearly organizing information as a presentation and what constituted a "good" project. A big lesson I learned from this project was the importance of planning ahead and considering problems that might arise along the way (e.g., computer problems, scheduling conflicts, absences). Overall, I felt pretty good about my first attempt in integrating technology into the curriculum.

Improvements for next time. I now feel much more comfortable and confident implementing a technology project like the one I did. Looking back on the way I conducted this project, I see where I made a few mistakes in the process. For example, I should have played a bigger role in the researching portion of the project; however, I felt that limited time made it difficult for me to manage any more parts of the project than I already had. Nonetheless, I still could have discussed the expectations and method of research of the Civil War topics in more depth with the classroom teacher. I also could have provided more templates for the students in graphically planning their slideshows. The blank boxes on the planning sheets combined with instruction apparently did not provide sufficient structure for most students. Finally, I might try putting students in pairs to facilitate management for such a project. It was not impossible to manage eight students at eight separate computers at once, but it was definitely challenging at times.



Sample of Student Slideshow

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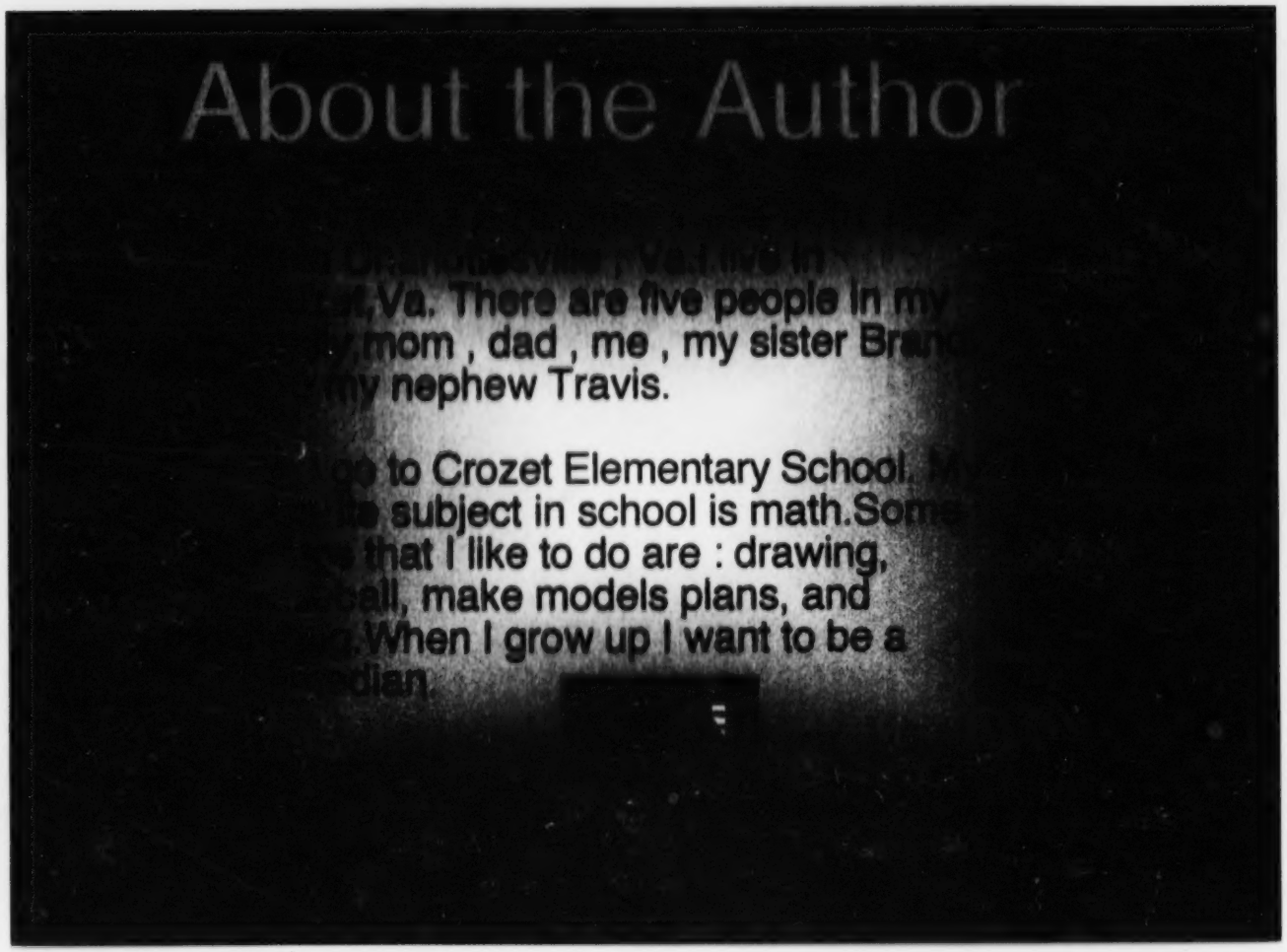
About the Author
Va. There are five people in my
mom , dad , me , my sister Bra
y nephew Travis.
to Crozet Elementary School.
subject in school is math.Som
that I like to do are : drawing,
all, make models plans, and
When I grow up I want to be a
dian.

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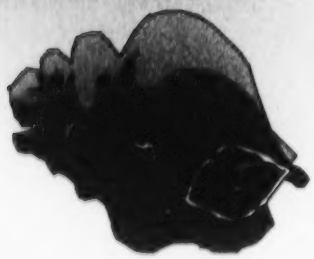
This battle was an important part of the Civil War, because the Confederate victory paved the way for the battle of Gettysburg. The battle was fought May 1-3 , 1863 , at the village of Chancellorsvill near Fredricksbury , Va. The Union Army of the Potomac, under General Joseph Hooker had 138,000 men . The Confederate Army under General Robert E, Lee had 60,000 men. Anther Confederate General Thomas " Stonewall" Jackson with about 26,000 men, joined the attack on the Union Army.



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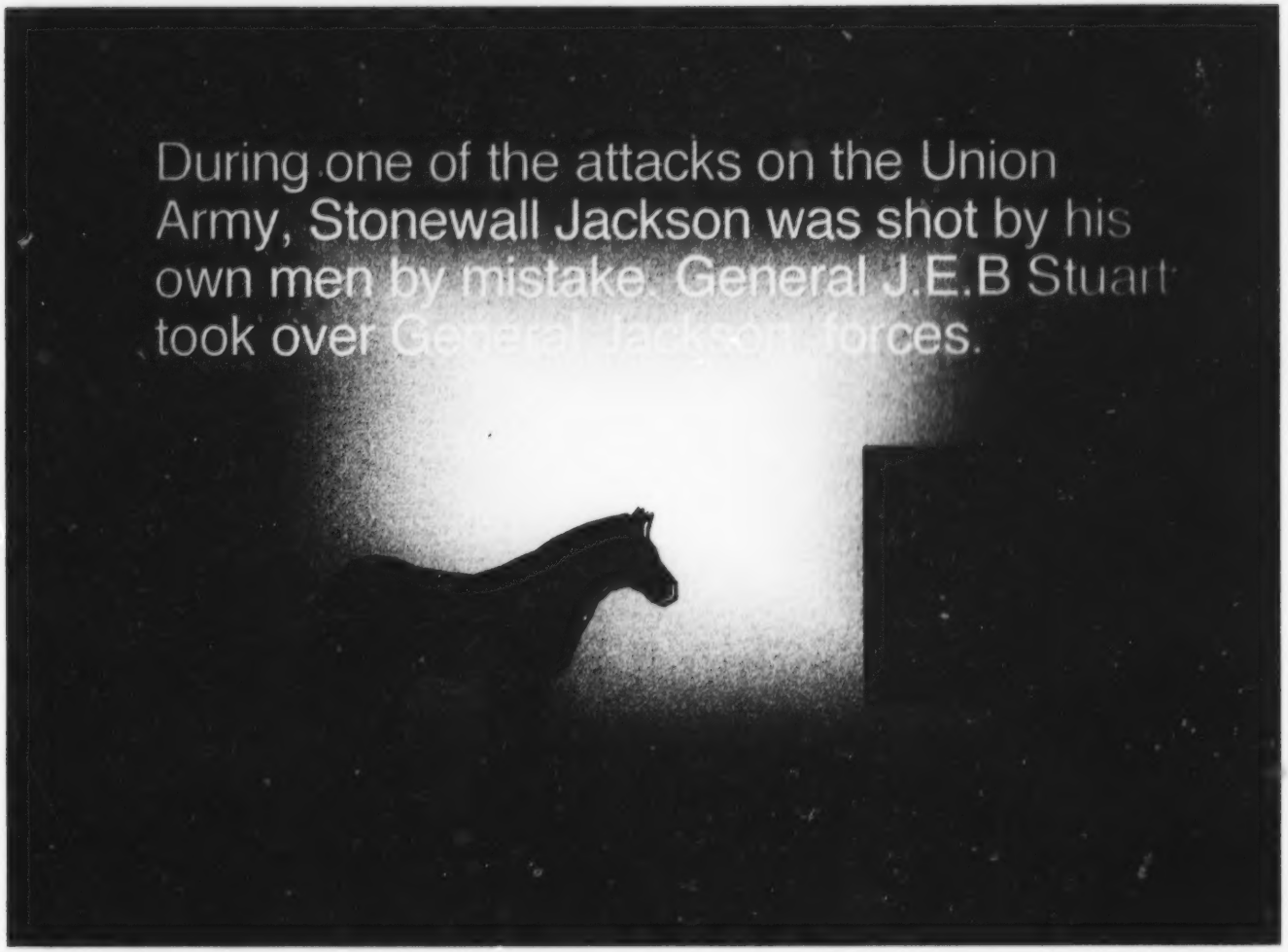
During one of the attacks on the Union Army, Stonewall Jackson was shot by his own men by mistake. General J.E.B Stuart took over General Jackson's forces.

Sample of Student Slideshow

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The Confederate Army joined forces and attacked the Union soldiers from all different directions.The Union Army withdrew because of the strong defense positions the Confederate Army had.

Sample of Student Slideshow

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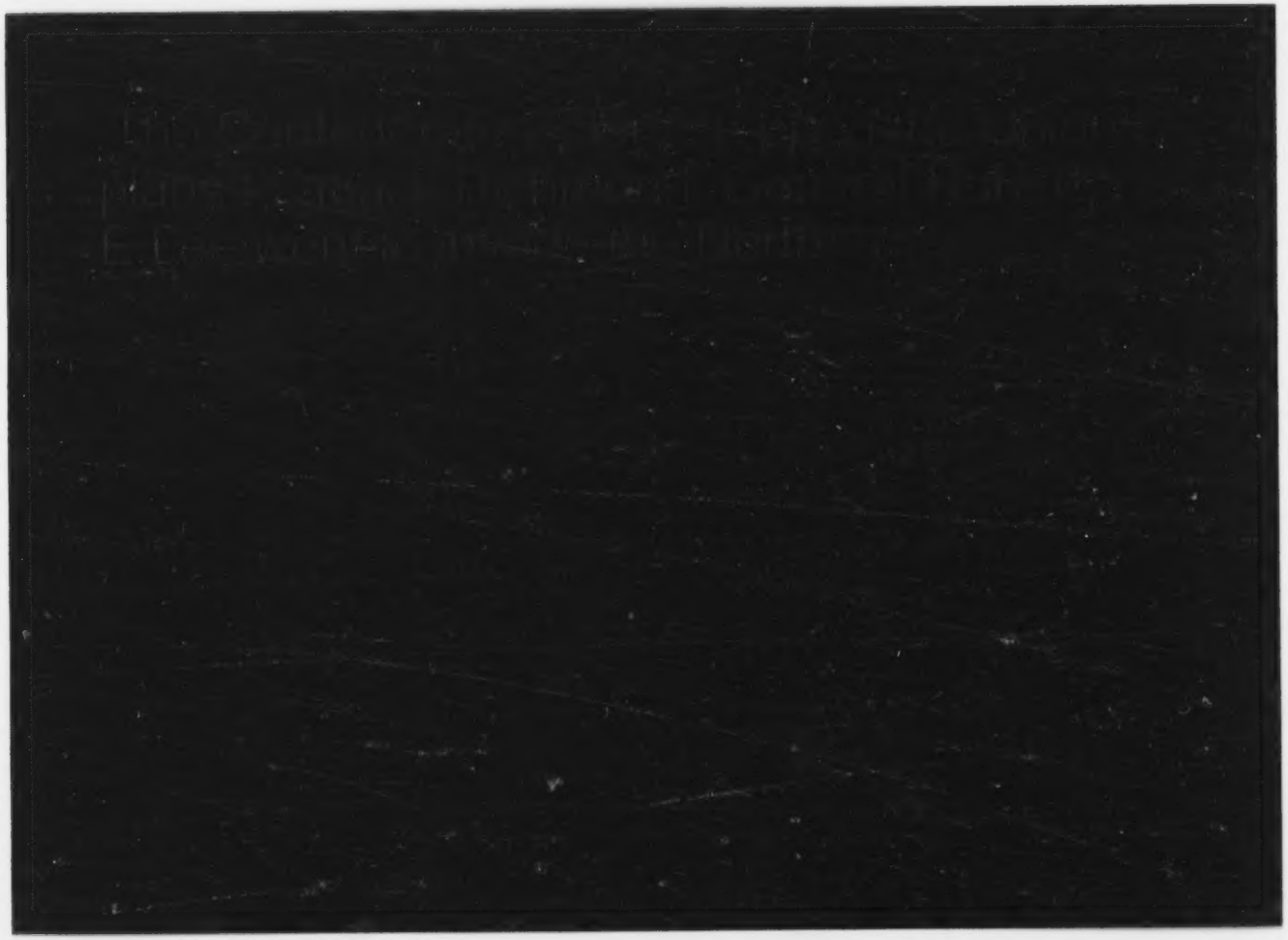

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Sample of Student Slideshow

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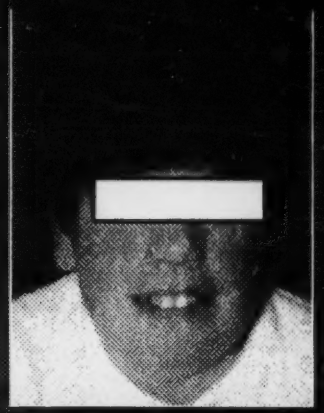
About The Author

Hi my name is Samantha. I am ten years old. I was born on December 8,1987.In school like to do math,ss,and p.e.My favorite colors are blue,yellow,and green. I have three people in my family they are Nena,Taylor,and myself.



22+22=44

100-50=50

Sam

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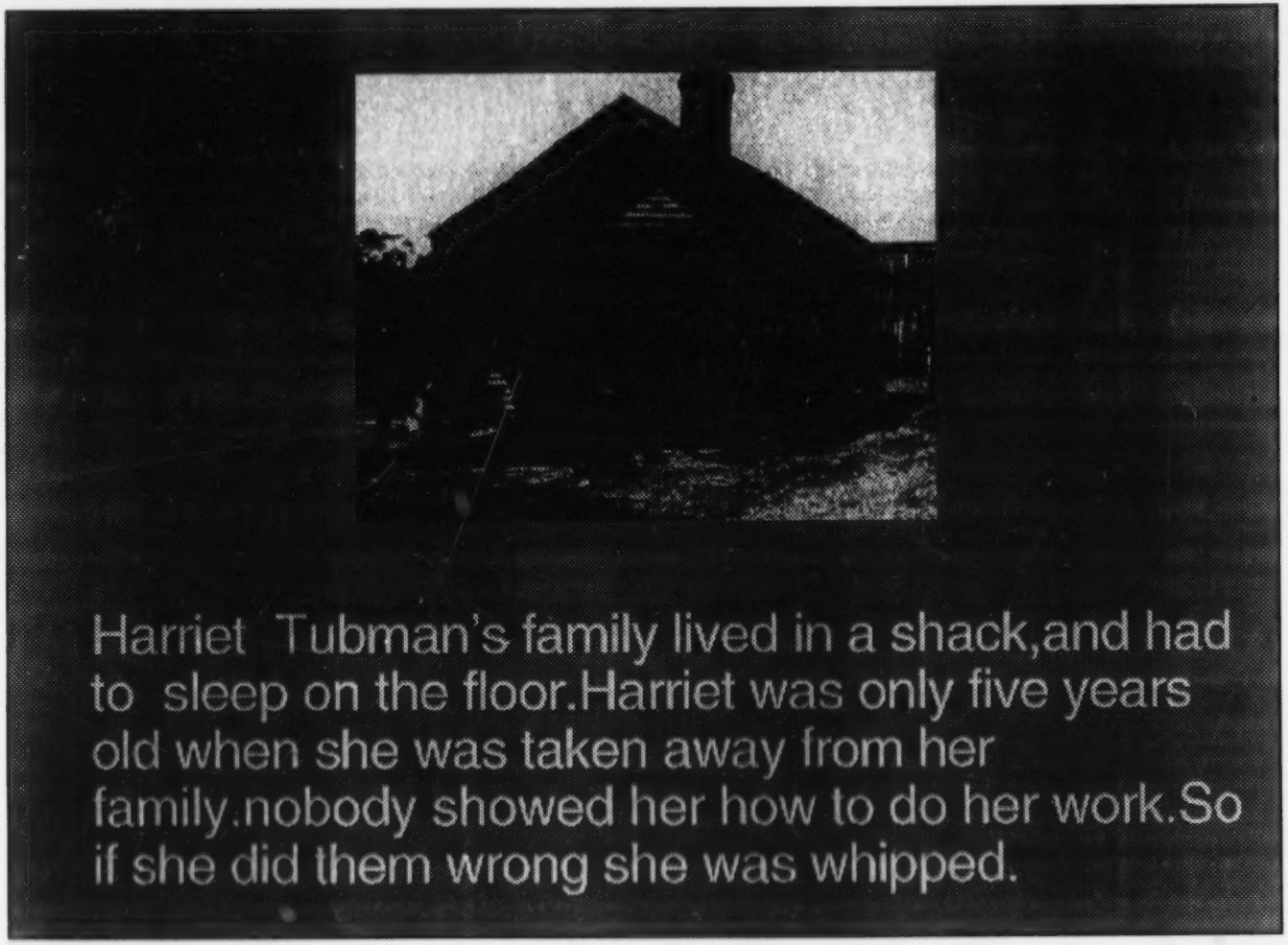
Harriet Tubman's family lived in a shack,and had to sleep on the floor.Harriet was only five years old when she was taken away from her family.nobody showed her how to do her work.So if she did them wrong she was whipped.

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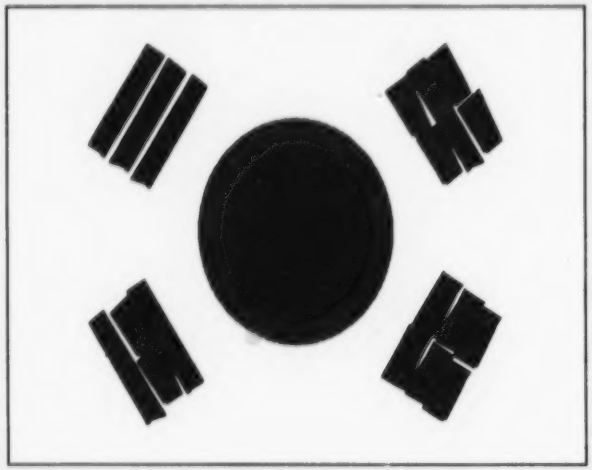
It wasn't long before she had to work in the crops.She heard stories about slave struggling to be free.She said one day she would do the same.



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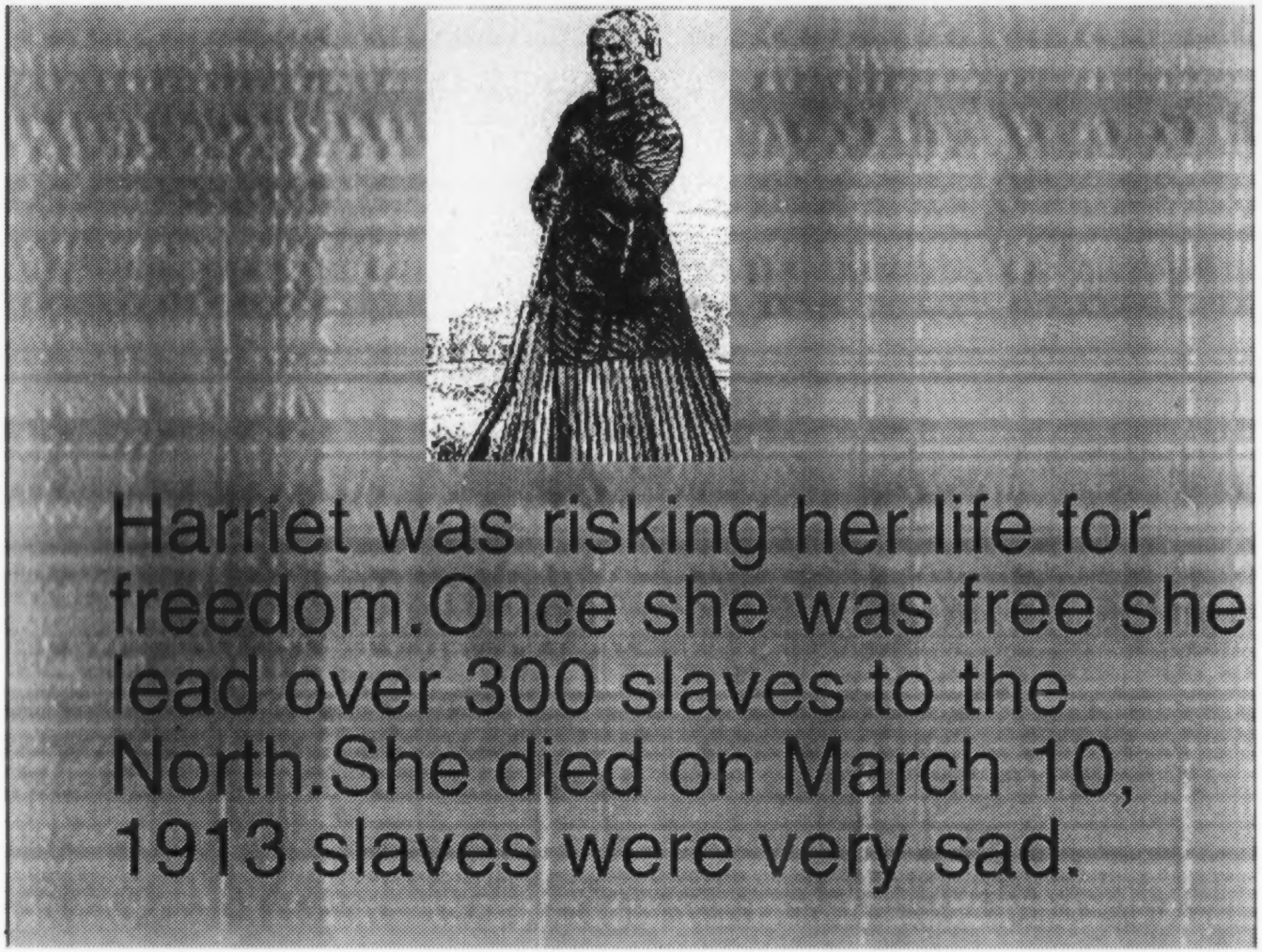
Harriet was risking her life for freedom.Once she was free she lead over 300 slaves to the North.She died on March 10, 1913 slaves were very sad.

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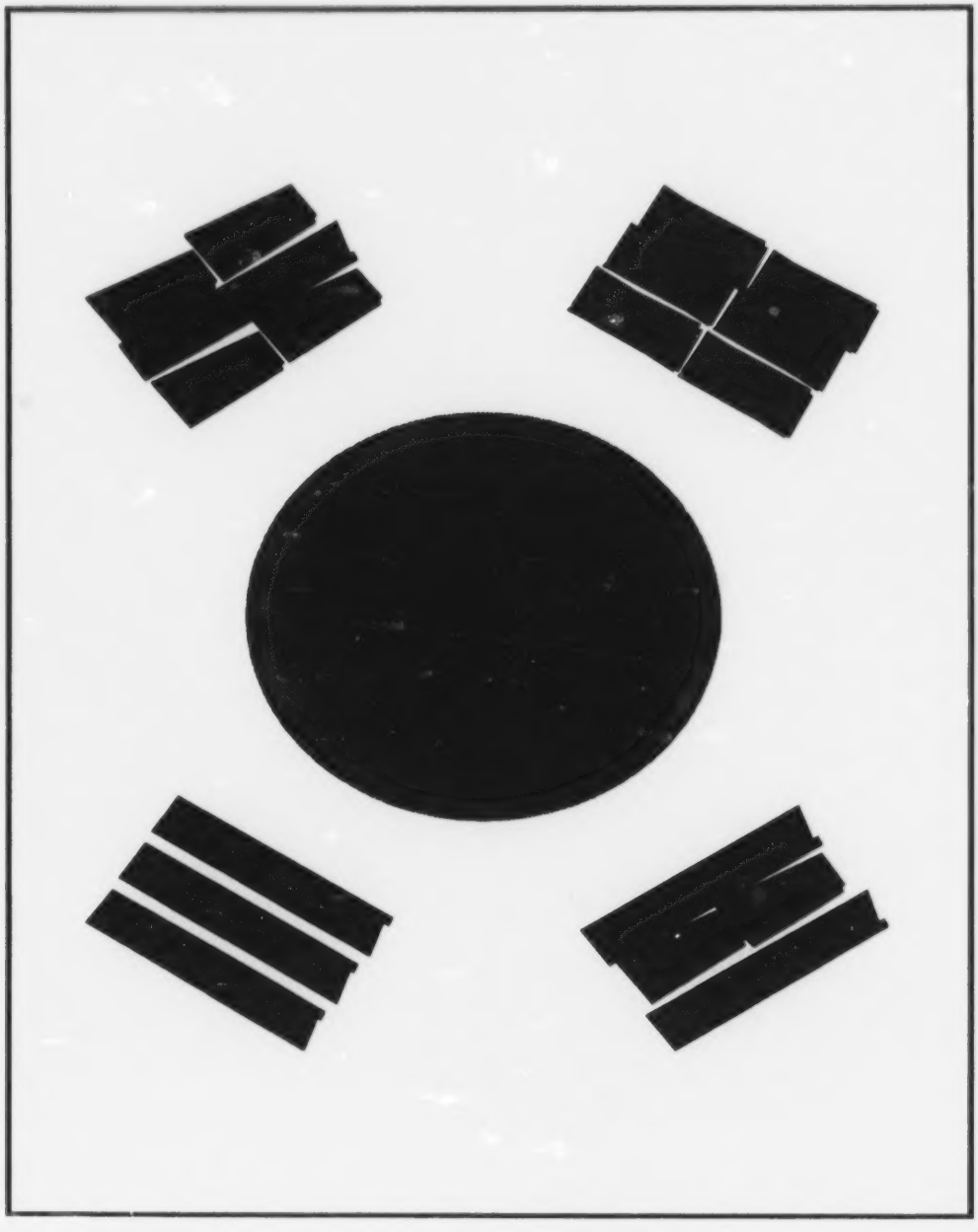

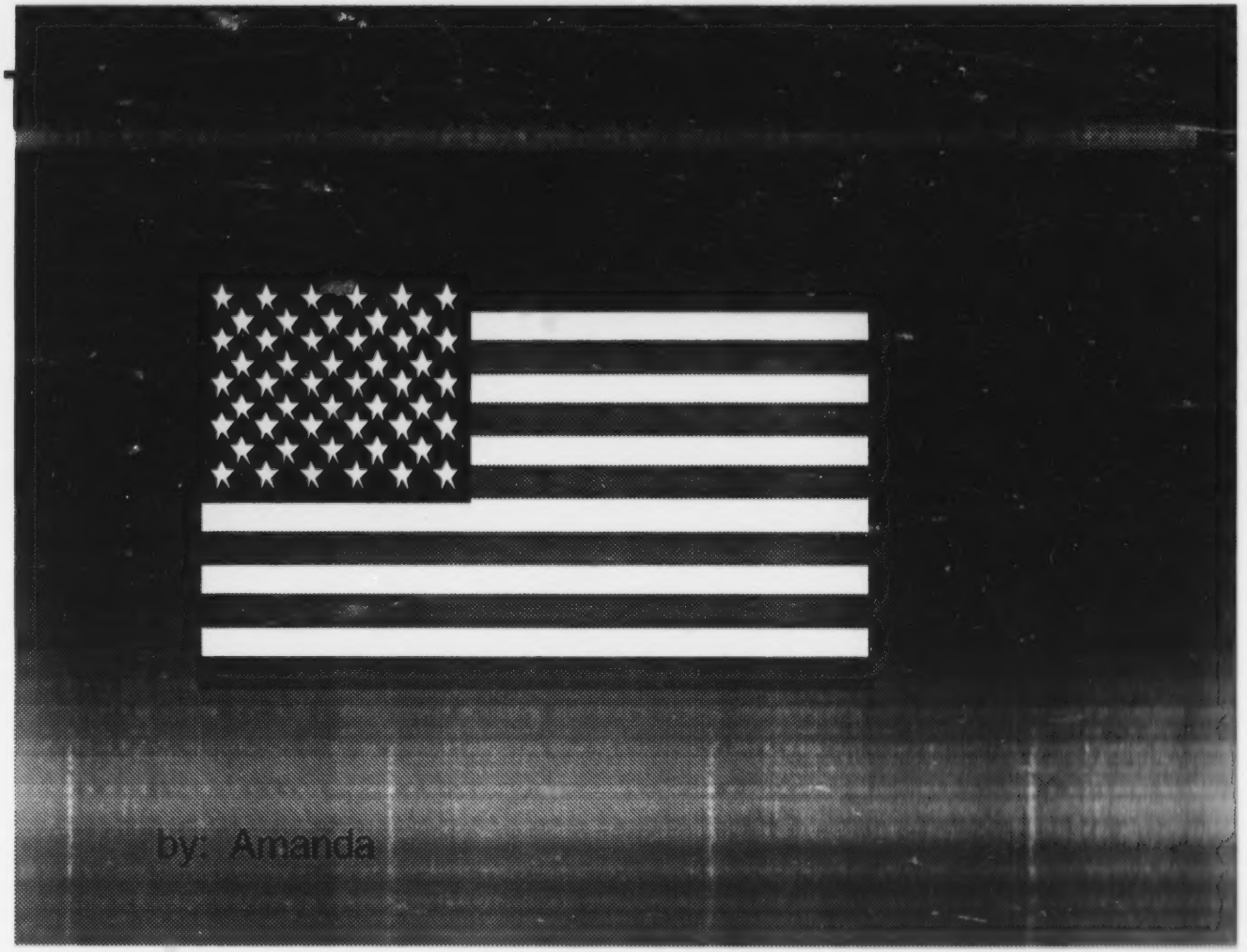

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About the Author

My birthday is November 10, 1987. I am from Charlottesville, Virginia. Oh my gosh, I forgot to tell you my name, well my name is Amanda . I, Amanda, live down Lake Albemarle Road. My address is:
XXXXXX
XXXXXX

The people in my family are Mama, Dad, Joseph, and of course, me. And don't forget to mention my pet dog Okee. In my room, there is a doll, and that is Raggedy Anne. She is my favorite. One of my favorite hobbies to do at home is build model-rockets! My favorite color is black and blue. My favorite subject in school is math. Sometimes I go to the Crozet Library to check out a book about bones. Someday I want to become an orthopedist. My favorite singer is Leslie Gore and my favorite group is the "Beatles." I enjoy playing soccer and jazz dancing. My parents say I am unique because I am a talented musician, and a great athlete. That is all I can tell you today, bye.

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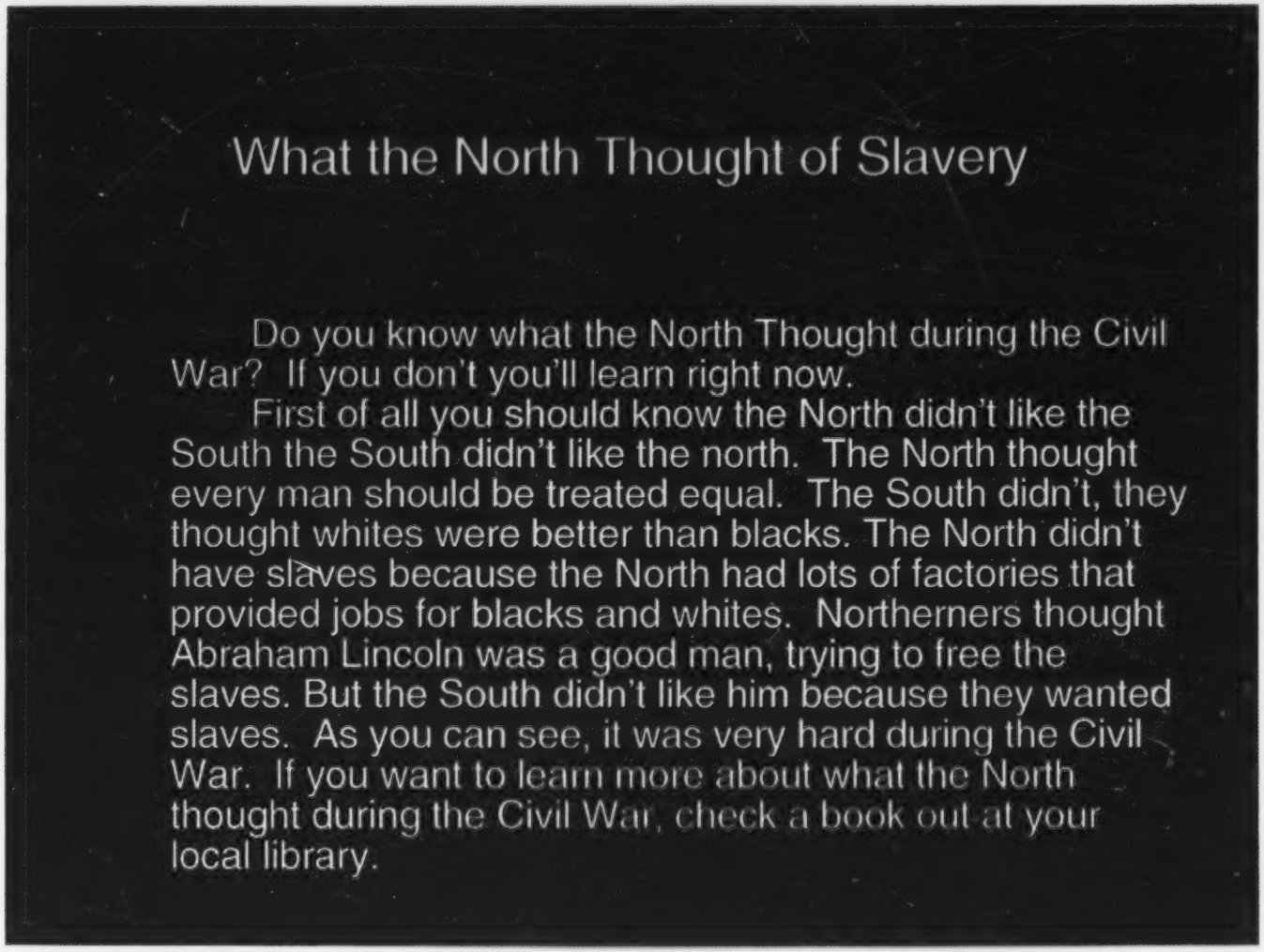
What the North Thought of Slavery
Do you know what the North Thought during the Civil War? If you don't you'll learn right now.
First of all you should know the North didn't like the South the South didn't like the north. The North thought every man should be treated equal. The South didn't, they thought whites were better than blacks. The North didn't have slaves because the North had lots of factories that provided jobs for blacks and whites. Northerners thought Abraham Lincoln was a good man, trying to free the slaves. But the South didn't like him because they wanted slaves. As you can see, it was very hard during the Civil War. If you want to learn more about what the North thought during the Civil War, check a book out at your local library.

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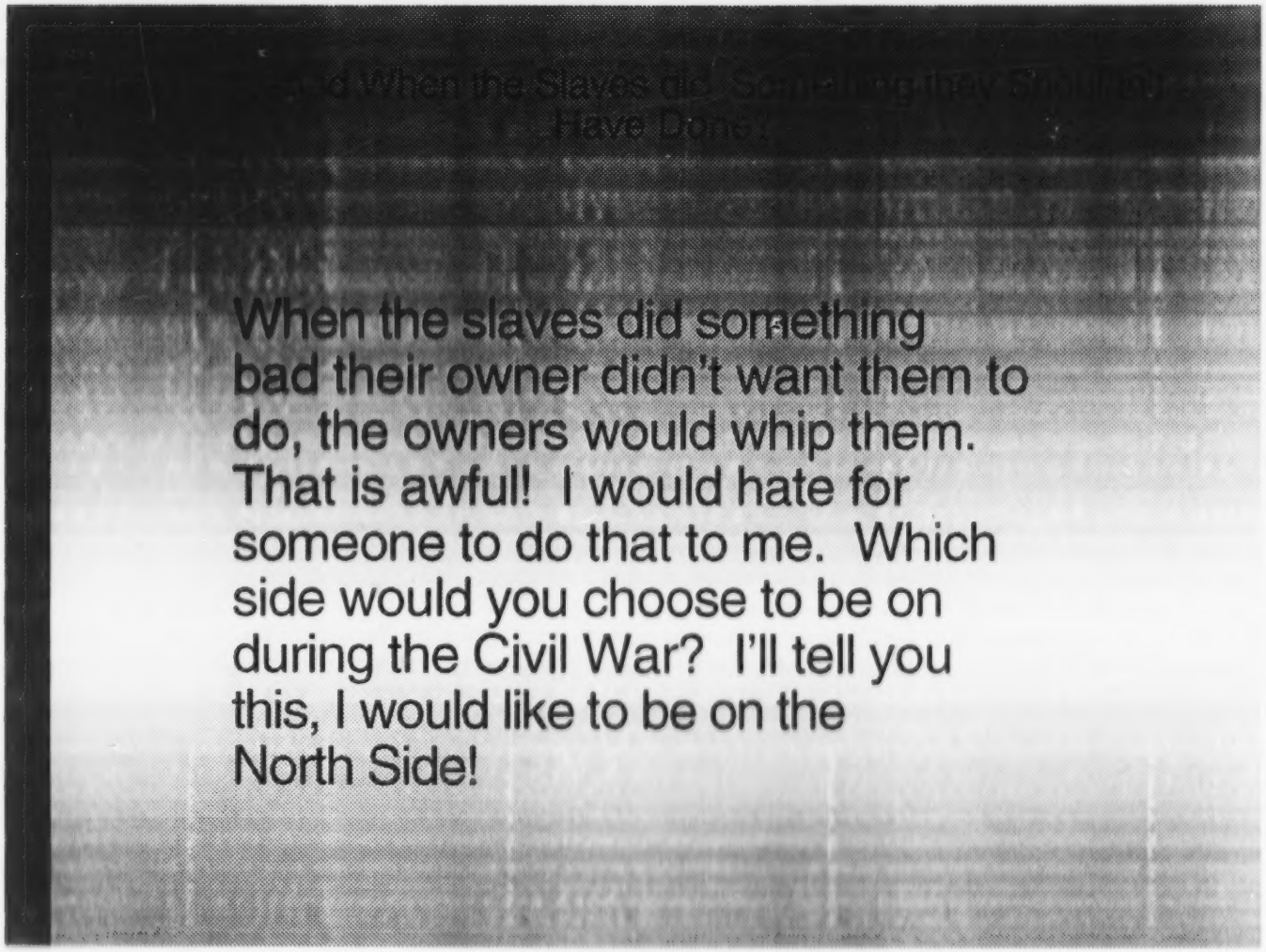
When the slaves did something bad their owner didn't want them to do, the owners would whip them. That is awful! I would hate for someone to do that to me. Which side would you choose to be on during the Civil War? I'll tell you this, I would like to be on the North Side!

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